

# Undergraduate Catalog of Courses

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Volume 2014 2014-2015

Article 28

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7-1-2014

## Justice, Community and Leadership

Saint Mary's College of California

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### Recommended Citation

Saint Mary's College of California (2014) "Justice, Community and Leadership," *Undergraduate Catalog of Courses*: Vol. 2014 , Article 28.

Available at: <http://digitalcommons.stmarys-ca.edu/undergraduate-catalog/vol2014/iss1/28>

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## JUSTICE, COMMUNITY AND LEADERSHIP PROGRAM

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The mission of Justice, Community and Leadership is to prepare students through a social justice framework to be leaders who address critical challenges of our times. Note: this program was formerly called Liberal & Civic Studies.

Justice, Community and Leadership is an interdisciplinary program that emphasizes critical inquiry, global perspectives, ethical ideals, social and environmental stewardship, leadership, education, and self-assessment. Our social justice framework uses multiple empirical and theoretical perspectives and contemporary pedagogies of community engagement to inspire lifelong leadership and service for the common good, especially in education, law, government, and advocacy.

### FACULTY AND ADVISORY BOARD

Shawny Anderson, Ph.D., *Director*

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Cynthia Gordon da Cruz, Ph.D., *Adjunct Assistant Professor*

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Nancy Dulberg, Ph.D., *KSOE, Director, MSTE Program*

Jenny Maguire, Ed.D., *KSOE, Coordinator TFT Program*

Jennifer Pigza, Ph.D., *Academic Chair MA in Leadership, Social Justice Concentration*

John Ely, Ph.D., *Sociology*

Claire Williams, Ph.D., *Kinesiology*

In addition to its undergraduate degree concentrations, students may elect to participate in one of two 4+1 pathways into M.A. programs at Saint Mary's, Teachers for Tomorrow and Leadership for Social Justice.

### TEACHERS FORTOMORROW 4+1

Incoming freshman students and qualifying sophomores who are committed to becoming K-8 teachers may apply for the Teachers for Tomorrow (TFT) Program. This special program enables students to integrate education coursework and field experiences in K-8 schools with their undergraduate course of study. Students proceed through the TFT Program as cohort groups, taking many of their courses and having all of their field experiences with other members of their cohort.

TFT students fulfill most of the same requirements as students in the other JCL concentrations; additional courses in education and field experiences replace some of the elective courses they might normally take. They earn their bachelor's degree at the end of four years and their multiple-subject credential at the end of their fifth year. Students may also pursue a Masters of Arts in Education (MAED) degree in their fifth year at Saint Mary's by fulfilling additional coursework and research components. To be admitted to the program, incoming freshman students must demonstrate a strong academic record in high school. Sophomores applying to the TFT Program must also demonstrate a strong academic record in their undergraduate work and the ability to complete program requirements within the normal graduation time frame. Prospective students must apply separately to the TFT Program.

### LEADERSHIP FOR SOCIAL JUSTICE 4+1

The M.A. in Leadership for Social Justice is a concentration in the graduate Leadership Studies program, designed for students interested in practicing leadership for social change in fields such as non-profit, community organizing, law, or public service. The Justice, Community and Leadership program has developed a 4+1 pathway for students to be admitted into this graduate program and complete the M.A. in an additional year, by beginning some graduate coursework in their senior year. Students in this concentration fulfill additional requirements. Prospective students must apply separately to the MA in Leadership.

### LEARNING OUTCOMES FORTHE JUSTICE, COMMUNITY, AND LEADERSHIP MAJOR

*Students who complete this program will be able to:*

1. **KNOWLEDGE** Demonstrate an understanding of engaged pedagogy, critical theory, and social systems as related to justice and leadership studies and be able to apply theoretical explanations to empirical examples.
2. **RESEARCH** Use data analysis and interpretation, appropriate library and information literacy skills, and field research to articulate and interpret the complexities of significant social issues.
3. **APPLICATION** By using leadership studies and critical theory, assess a complex social or community issue and develop multiple viable strategies that contribute to a more just social order.
4. **COMMUNICATION** Effectively use oral, written, and new media formats to educate, advocate, and collaborate with multiple audiences.
5. **REFLECTION** Demonstrate, through written and oral self-assessment and reflection, an understanding of the impact of their own academic learning experience and how it prepares them for a life of active citizenship.

## JCL CONCENTRATION REQUIREMENTS

Along with the general major in Justice, Community and Leadership, there are three concentrations that students may pursue. All students complete the JCL common curriculum, and each concentration requires additional courses. Please note that apart from Collegiate Seminar, Composition, lower-division Theological Understanding, language and three out of four January Term courses, students meet all requirements of the SMC Core Curriculum within the major and their chosen concentration.

Justice, Community and Leadership general major:

14.25 courses

Leadership for Social Justice 4 + 1 concentration:

17.25 courses (prior to 5th year)

Education Studies: 20.50 courses

Teachers for Tomorrow 4+1 concentration: 23.50 courses (prior to 5th year)

## JCL COMMON CURRICULUM

All students in the JCL program must take the following required courses:

### LOWER DIVISION (2 courses)

**JCL 10 Introduction to Justice, Community and Leadership**

**ECON 10 Economics and Society**

### UPPER DIVISION (5.25 courses)

**JCL 120 Theory and Inquiry in Justice, Community and Leadership**

**JCL 130 Environmental Responsibility in a Global Community**

**JCL 140 Justice and Leadership in the Global Community**

**JCL 150 Leadership in Justice and Community**

**JCL 196 Senior Capstone Project**

**JCL 190 Senior Assessment & Portfolio**  
(.25 senior portfolio)

## REQUIREMENTS OUTSIDE THE PROGRAM (7-10 COURSES):

In addition to the above courses, JCL majors meet other program requirements in conjunction with the SMC Core by selecting from a specific menu of options as they complete Core requirements. Students must take a course from a menu of selected core-designated courses (as requested by the sponsoring departments and approved by the JCL advisory board), which might include:

*Theological Understanding (Theological Explorations requirement), one course from the following:*

**PHIL 130**

**TRS 117, 141, 142, 143, 151, 153, 154, 155, 156, 166, 171**

*Artistic Understanding, 2-2.25 courses from the following, including two full-credit courses that meet the Artistic Analysis requirement and one that meets the Creative Practice requirement:*

*Artistic Understanding (Analysis and Creative Practice):*

**ART 55 or 65**

**COMM 2**

**PERFA 50**

*Artistic Understanding (Analysis only):*

**ENG 23, 153, 154, 173**

**PERFA 1, 10, 113**

**SPAN 11**

*Artistic Understanding (Creative Practice only):*

**ART 1**

**PERFA 12, 19, 37, 75/175, 90**

*Social, Historical, Cultural Understanding (JCL and L4+1, 1 course; EdS and TFT, 2 courses):*

As noted above, all JCL students—regardless of concentration—must take **Econ 10** (Economics and Society). Students in the EdS and TFT concentrations must also take **Psych 001** and **HIST 17** or **18**. Students in the other concentrations will take one course from a menu of selected core-designated courses (as requested by the sponsoring departments and approved by the JCL advisory board), which might include:

**ANTHRO 1**

**COMM 112**

**HIST 17, 18, 117, 136, 138, 139, 141, 151, 152, 155, 163**

**POL 1**

**SOC 2, 4, 101**

**WGS 1**

*Scientific Understanding (JCL and L4+1, 1 course; EdS and TFT, 2 courses):*

Students in the EdS and TFT concentrations must take **BIO 50/51** and one physical science course. Students in other concentrations select one course and lab from a menu of selected core-designated courses (as requested by the sponsoring departments and approved by the JCL advisory board), which might include:

**BIO 88/89**

**EES 40/41, 50/51, 75/76, 92/93**

*Mathematical Understanding (JCL and L4+1, 1 course; EdS and TFT, 2 courses):*

Students in the EdS and TFT concentrations must take **MATH 1** and **MATH 101**. These are specially designed for future teachers. Students pursuing the JCL and L4+1 options must take either **MATH 4** (Statistics) or **MATH 10** (The Art and Practice of Math).

## Curriculum Justice, Community and Leadership Program

### January Term (1 course):

Students in the EdS and TFT concentrations must take JAN 121: Field Experience in Education, typically in the sophomore year. Students in the general JCL major and L4+1 concentrations must take one CE-designated Jan Term as one of their four required Jan Term courses.

### Additional Course Requirements for JCL Specialized Concentrations

Each of the concentrations in the Justice, Community and Leadership Program offers students specialized study and experiences to prepare them for their chosen intellectual or vocational paths.

### Concentration 1: 4+1 Leadership for Social Justice (L4+1) (3 additional courses)

Students in the L4+1 concentration take all of the courses noted above under the general major. In addition, L4+1 students begin their graduate work in their fourth year of study by taking three LDSH graduate courses.

### Concentration 2: Education Studies (EdS)

(3 additional courses)

Additional requirements for EdS include **EDUC 20** and **144**; a series of JCL .25 courses for additional experience in cultural competency, text-based instruction in middle schools, teaching the arts, and physical education in schools.

### Concentration 3: Teachers for Tomorrow 4 + 1 (TFT) (6.25 additional courses)

Students in the TFT concentration take all of the courses noted above under the general major, along with the additional courses noted for Education Studies students. They must also take a .25 course in Math and Science Mini-Methods (**EDUC 124**). In addition, TFT students begin their graduate work in their fourth year of study by taking: **MSTE 345, 253, and 349**.

### MINOR: JUSTICE, COMMUNITY AND LEADERSHIP (6.25–7.25 COURSES)

This multidisciplinary minor, housed within the Justice, Community and Leadership Program, incorporates community engagement and issues of social justice into the experiences and curriculum of students interested in learning about the principles and practices of justice, community and leadership. *The minor must consist of at least five courses outside of the student's major(s). The following courses are required:*

### Lower Division (2 courses)

**ECON 10**

**JCL 10 or SOC 4**

### Upper Division: (4.25–5.25 courses)

Theories in Social Justice (1): **JCL 120** or **POL 115**

Theories in Advanced Justice and Leadership (1):

**JCL 150**

Upper division electives (2): Students choose from a menu of selected core-designated courses, which might include:

**JCL 120, 130 or 140**

**BUSAD 181**

**COMM 161**

**ECON 150, 152, 192**

**HIST 136, 138, 139, 141, 151, 152, 155, 163**

**PHIL 130**

**POL 106, 110, 115, 125, 126, 135,**

**SOC 101, 114, 115, 116, 120, 122, 124, 128, 134**

**TRS 117, 141, 142, 143, 151, 153, 154, 155, 156, 166, 171**

**WGS 100, 177**

### Capstone experience (.25 or 1.25)

If the student's primary major requires a capstone project, the student can choose to incorporate JCL emphases in the project for that program. If not, the student can choose from one of the following: **JCL 196, SOC 140** or **SLICE**. In addition to a capstone project, all minors will complete **JCL 190** (.25) Assessment and Portfolio.

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## C O U R S E S

### 10 Introduction to Justice, Community and Leadership

This course introduces students to program themes of justice, community and leadership. Lectures and discussions are complemented by a visit to Glide Memorial Church and community engagement work. In addition, the course gives special emphasis to the theme of social justice in American society and culture—its roots, development, nature and impact. Throughout the course, students explore possible answers to the question: Can we create here in America the kind of “Beloved Community” envisioned in one of the course texts by Dr. Martin Luther King, Jr.? Students are required to devote time each week to a service-learning project, essays, intellectual integrations and a self-assessment. Class sessions are supplemented by a biweekly activity lab. *Satisfies the Common Good, Community Engagement, and American Diversity requirements of the Core Curriculum. Offered fall and spring.*

### 120 Theory and Inquiry in Justice, Community and Leadership

This course is intended as an advanced introduction to the critical social theory utilized in the JCL program to evaluate political, social, cultural, economic, educational, and environmental justice issues that confront local, regional, national and global communities. Critical social theory is distinct from other forms of critical theory (philosophical, political, literary) yet it is in conversation with them. We will explore the relationships between oppression, power, society, education and social change. *Prerequisite: JCL 10 or permission of the instructor. Offered in the fall and spring.*

**130 Environmental Responsibility in a Global Community**

This course focuses on the natural world in which we live and the complex interrelationship between human activities, the values that determine these activities and their consequences for the environment. Course texts and assignments examine different societies' belief systems along with their responsibility and attitudes toward the environment. Students are required to devote time each week to community engagement, essays, intellectual integrations and a self-assessment. Class sessions are supplemented by a biweekly activity lab. *Prerequisites:* **JCL 10** or permission of instructor. *Satisfies the Community Engagement and Common Good requirements of the Core Curriculum. Offered in the spring.*

**140 Justice and Leadership in the Global Community**

The purpose of this course is to gain broad-based exposure to some of the cultural, political and economic issues related to and arising from the processes of globalization. Students will study recent critical dialogues and philosophies of globalization, including issues of ethnicity/race, gender, identity, urban culture, post-nationalism, multiculturalism and postcolonial studies. Students are required to participate in class, lead discussions, write essays and journal responses, give an oral presentation and complete content examinations. *Prerequisites:* **JCL 10** or permission of instructor. *Satisfies the Global Perspectives and the Common Good requirements of the Core Curriculum. Offered fall and spring.*

**150 Leadership in Justice and Community**

As part of the core of the Justice, Community and Leadership Program, this course addresses the necessary connection between understanding community and becoming advocates for and agents of change. The course builds on prior JCL courses and deepens the exploration and application of leadership theory and research and addresses the question, "How does knowing leadership theory contribute to my disposition about justice and my ability to enact change with and in communities?" This course serves as the catalyst for putting together the theory and practice of leadership and social change as it emphasizes Friere's notion of praxis, action and reflection within the world in order to transform community. Students develop proposals for their senior capstone community engagement projects. *Prerequisites:* **JCL 10, JCL 120**, junior standing. *Offered in the spring.*

**123 Praxis: Anti-Racist Pedagogy (.25)**

The Praxis courses for Education concentration students that coincide with **Educ 20**, in which students read and discuss anti-racist pedagogy in conjunction with a placement at a Title I elementary school. *Offered in the spring.*

**125 Text-Based Discussion in the Middle School Classroom (.25)**

This field-based course trains and gives students hands-on experience in facilitating seminar-style, text-based discussion groups in local middle-school classrooms. Students will learn about and practice an educational style that develops critical skills, speaking, reading, and thinking in open discussion. This course is required of all Teachers for Tomorrow and Education Studies students. This course must be taken before **Senior Capstone II**. *Offered in the fall and spring.*

**126 Praxis: Advising (.25)**

This advising praxis course is required for all students in the Education Studies and TFT concentrations. *Offered in the fall and spring and meets for eight sessions.*

**127 Praxis: Community Service (.25)****129 Praxis: Education (.25)**

The Praxis courses are a sequence of optional .25-credit courses. Offered every semester, these courses enable students to involve themselves in structured community service, environmental, public policy or education-related fieldwork. In addition to fieldwork, students meet to discuss their experiences and produce a culminating paper or project. These courses may be repeated for credit as content varies. *Satisfies Community Engagement of the Core Curriculum. Offered in the fall and spring.*

**196 Senior Capstone I**

This is the capstone course of Justice, Community and Leadership Program. Students complete an individual thesis that is designed to integrate JCL core courses with a group community engagement project, culminating in a group presentation to the SMC community. *Prerequisites:* all JCL core classes and senior standing. *Satisfies the Common Good and the Community Engagement of the Core Curriculum. Offered in the fall.*

**190 Senior Capstone II (.25)**

Students take this course in the semester immediately after Senior Capstone I. The course, which consists of eight sessions, assists students in preparing their academic portfolios and themselves for their assessment interview, which occurs in the latter part of the semester. *Prerequisites:* **Senior Capstone I**. *Offered in the spring.*